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ABSTRACT

Compiled for the professional and paraprofessional personnel in grades K-8 of the Toledo Public School library/media centers, this guide suggests methods for teaching skills needed in locating, using, appreciating, and understanding all kinds of print and nonprint materials. For each of the three grade level groupings (K-3, 4-6, 7-8) appropriate objectives and teaching implementation suggestions are provided. There is also a section on games and activities to improve skills. A selected, descriptive listing of supplementary multimedia materials to be used in library/media skill instruction is included. (Author/LS)

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Curriculum Guide for Teaching Library Media Skills

Kindergarten - 8th grade

TOLEDO PUBLIC SCHOOLS

1974

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ACKNOWLEDGMENTS

This CURRICULUM GUIDE FOR TEACHING LIBRARY-MEDIA SKILLS is the result of the work of many professional people. The elementary librarians have contributed to it through discussions and study.

The following wrote the guide and reviewed and selected the materials: Mary Gillespie, Marilynn Hazard, Anne Hyland, and Linda Williams.

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INTRODUCTION

The purpose of this guide is to provide the professional and paraprofessional personnel in grades kindergarten through 8 of the Toledo Public School library-media centers--and the teachers in these grades--with a guide for teaching the skills needed in:

(1) locating

(2) using

(3) appreciating and understanding all kinds of print and non-print materials

Definitions; objectives with teaching implementation suggestions; games and activities to improve skills; and a descriptive listing of supplementary multi-media materials to be used in library-media skill instruction are included.

The guide is divided into three grade level groupings:

Primary: Grades K - 3

Upper Elementary: Grades 4 - 6

Junior High: Grades 7 and 8

Within these groupings the guide is flexible and may be adapted to individual learning situations.

The list of supplementary multi-media materials to be used in library-media instruction is highly selective and all items are available from either the Audio-Visual Department, individual schools or the Division of Libraries.

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PRIMARY: GRADES K - 3

APPRECIATING AND UNDERSTANDING MATERIALS

OBJECTIVES:

Library instruction at the primary level is based almost entirely around appreciation of materials found in the library. By continued exposure to library materials the student will:

1. Be introduced to many books, old and new, which will stimulate his imagination and build a common background.
2. Be introduced to literature through the illustrations, subject matter, artistic style, author and illustrator.
3. Become familiar with several authors' works.
4. Become familiar with several illustrators' works.
5. Enjoy the experiences of materials by hearing, reading, viewing, writing, illustrating, singing and feeling.
6. Develop good listening skills.
7. Use picture clues to aid in understanding the material.
8. Differentiate between fiction and non-fiction.
9. Differentiate between fiction and fantasy.
10. Identify a book's author, illustrator and title.
11. Identify the main idea of a book.
12. Identify the problem (conflict) of a book.
13. Construct a picture based on ideas in a story.
14. Share favorite books with classmates.
15. Construct a picture or series of pictures using the same techniques as an illustrator.
16. Make a transparency.
17. Construct a model of a book, with title, author, illustrator, front and back.
18. Identify sequence of events in a book.

All of these objectives need to be sought very matter-of-factly during a reading program, either in the library or in the classroom. Following are suggestions for presenting books to children so that they will be able to appreciate the book for the fun and enjoyment it contains as well as begin to develop literary skills.

INTRODUCING THE BOOK

This can be done briefly or with discussion. The book you are going to use will determine your method. You may simply state: "The book's title is_____. The illustrations were by_____, and the words were written by_____, who is the author." Or you may wish to begin with a guided discussion about the subject matter or the problem of the story, letting the children talk freely about their experiences. For example: Before reading Taro Yashima's Seashore Story, you might ask the children if any of them have ever been to the seashore. Did they find sea shells? What did they do? After the children have a kind of feel for the story and can relate it to things that have happened to them, they will be more prepared to listen to the story.

LISTENING SKILLS

Begin the presentation in such a way that will give the children a chance to settle into a group and be ready to focus on the books. One way is to talk briefly with the children as mentioned previously. Be a little cautious, however; small children's conversations run away with time.

If conversation does not come easily at first, start with a simple song or by counting noses. A song that either uses or asks each child his name will both please the children and help you identify them.

For many children this will be their first group listening experience. They will not know what is expected of them and it will take them longer than one session to learn. Remind everyone in a pleasant voice that there is time to talk and time to listen.

Before beginning the first book, take time to be sure the children are reasonably comfortable and arranged so that they can see. This may only require a quick look.

A good listening mood can also be created by music as the children enter the room, or by doing a few simple finger plays that end with the hands folded. It is best to sit the children on the floor with legs crossed Indian style.

READING THE STORY

It is important to introduce the title, author, and illustrator each time a story is read, so that the children will begin to develop an awareness of the people involved in creating books and so that they will begin to identify (and request) books by their title. Be sure you have done this.

If you read the story to the children, go slowly enough so that they can enjoy the sequence of events and can laugh or feel sad with the story. Hold the book so that all can see the pictures, and turn the pages slowly. The children may feel compelled to fill in a phrase that is repeated in the story ("I'll blow your house down") and that is good involvement.

You may want to show a film of the story or a sound filmstrip rather than reading the story yourself. This is a good technique for several reasons. (1) It is good to expose children to many forms of media, (2) some children will be more quiet during a media presentation, (3) a variety of presentations makes the reading program more enjoyable.

Several fine 16mm films are available from Toledo Public Schools through the regular ordering channels:

The Red Balloon	30 Minutes	808-16
Swimmy	6 minutes	808.2-11
Frederick	6 minutes	808.2-19
Snow	8 minutes	808.2-21
Dragon's Tears	6 minutes	808.2-7
Hailstones & Halibut Bones	6 minutes	808-6
Story of a Book	11 minutes	808-5

All Toledo Public Schools have Weston Woods sound filmstrip sets available. These are collections of children's books on filmstrips and are very well done. You will need to check at your individual

libraries to determine which ones are available in your buildings.

Each of the libraries also has several filmstrips by Walt Disney on fairy tale subjects and cartoon characters which could be used.

Another alternative is to divide the students into small groups and have them observe a filmstrip. This can be a successful 2nd or 3rd grade activity. Some instruction will be necessary on use of the record player or cassette recorder and the filmstrip previewer.

An important way of "reading the story" is to let the children try to figure out the story by talking about the illustrations before the words are read. This is a VERY important skill that will be needed to skim future books to determine if they will be chosen to be read. It is also a beginning to developing the ability of using picture clues to aid in the understanding of the material. Say things such as: "Who is this? What do you suppose he is going to do? Do you think the duck is happy or sad? What is happening here?", etc. Not all of the questions raised by the pictures will be able to be answered. If the children do not offer suggestions, or say they don't know; you say, "Well, let's turn the page and see," or "Let's read the story and find out."

This same technique can be used as an introduction to a book that is going to be presented in a visual format, by going through the book edition first in the above manner and then viewing the story as planned.

Although students will now know the plot of the story, they will still need to hear the special way the author put the words together.

ENDING THE BOOK

After you finish presenting a story, there may be an awkward silence. DO NOT fill this silence by asking if the children liked the story. This tends to lessen the child's reaction to the story and places it on a like -vs- don't-like basis. To cover the silence you might simply say, "..... and that was the story of the Lion and the Rat."

At the close of some stories, the children will be compelled to discuss what happened or make some comment related to the story. This should be encouraged. Try to direct their discussion a little. Ask them what they thought was the main idea of the story, and see if they can identify the problem or conflict (not all picture books have a conflict.) Ask them if the story was real or unreal. Did they think those things could actually happen? If the story is fiction, see if the children can determine if the events of the story could actually happen, or are they all make-believe. These questions will help them distinguish fact from fiction, and fiction from fantasy.

As soon as the discussion seems to be cooled off, move right into finger plays, the singing of a song that may correlate with the theme of the story or into an art project that is related to the story in some way.

HOW AND WHAT TO USE

It is important to introduce the children to as wide a selection of materials as possible. It is often helpful to select sets of books which can be divided and directed to other activities. These sets can be formed around books by one author, one illustrator, one type of art work, or around the content of the books such as cats, snow, farm animals, numbers, alphabet letters, rain, fish, feeling happy or sad or lost or worried, holidays, seasons, people, other countries, cities, fairy tales, myths, using the imagination and on and on.

It is very easy and important to correlate general reading materials with curriculum as much as possible. Library books need not be and should not be enjoyed only during reading hour. In fact, if the library is the only place literature is ENJOYED, we are depriving our children of the real impact literature and books can have upon them. Reading then becomes a sterile activity, unrelated to their total lives.

Historical fiction and biographies fit naturally with history units. Counting books and number games fit naturally into math instruction. Science instruction can easily be supplemented with library books. For example, Eric Carle's The Very Hungry Caterpillar can easily be used in conjunction with other insect materials. This not only reinforces the science, but also lets the children enjoy the literature. (This particular book also contains fantasy which the children can point out because they will know that a caterpillar can eat a strawberry, but would probably not eat an ice cream cone.)

ART

Books presented by the style of the art work are also a good way to get children involved in the story and also help them be aware of the illustrations.

Children can construct a picture or series of pictures using the same art techniques as a book illustrator. For example, many books have illustrations done with wood or linoleum block prints. After hearing several of these books, and discussing the pictures in the books, a natural follow-up activity would be to have the children make block prints of their own using potatoes. They may want to do a picture all in one color with one design, or they may want to use several different designs and colors.

Other styles are:

(1) Pen and ink. Use india ink. After the picture dries, water color or pastels can be added.

(2) Soft wash water color. Wet the paper before painting. Blot most of the water off the paper so the paper is damp but does not contain puddles of water.

(3) Tempera Paint.

(4) Collages. Use pasted bits of cut or torn paper, wall paper, (a la Ezra Jack Keats) or paint colored tissue paper, let it dry, then cut and paste with rubber cement (Eric Carl's technique.

(5) Charcoal. This is effective when combined with pastels and/or pen and ink. The charcoal needs to be smeared slightly. See books by Taro Yashima.

Suggested books to use, listed by type of illustration are found on pages 6 and 7.

OTHER ART PROJECTS

The children could:

1. Make puppets of characters in books.
2. Build three dimensional settings.
3. Create original book jackets.
4. Do original illustrations to stories.
5. Create a poster on a subject of a book.
6. Draw maps for books with historical or geographical settings.
7. Draw or collage murals illustrating book scenes.
8. Models of book characters.
9. Flannel boards.
10. Movies on broom stick rollers.
11. Peep shows.
12. Table scenes.
13. Bulletin boards.
14. Mobiles.
15. Pipe cleaner and wire figurines.
16. Illustrate a book heard on a record.
17. Make a transparency.
18. Construct a picture based on ideas in a story (cats, places, feelings, plot, etc.).
19. Make an original alphabet book.

WRITING

Many language oriented activities can also be tied in with the style or content of various books. Students can:

1. Act out a story.
2. Do charades of books or characters.
3. Add a new ending to a story.
4. Use tape recorders to tape sections of books.
5. Select a musical recording to accompany a story.
6. Read or story-tell a story to classmates or a younger class.
7. Retell the most exciting, funniest or saddest event in a story.
8. Comment on the use of illustrations to supplement the text in a non-fiction book.
9. Identify the sequence of events in the story, either through the use of the pictures for young children or by word content for older children.
10. Discuss characters or feelings expressed in a book. This can be used in initial steps of character change and development. For example: Little Toot was sad in the beginning of the story. Why? What happened that changed the way he felt? Did he do something to change the way he felt, or did others do something? How did he feel at the end of the story?

11. Have children write their own story. This can be done with the youngest of children by having them tell their story to the teacher or older child who then writes the words. A valuable extension of this is to have the children write their own story and then illustrate it, using any of the art techniques mentioned previously. The students should have a title and title page for their book and can make dust jackets if they wish.

Topics for the book may revolve around a set of library books or one of these topics can be used:

My Family	A Christmas Book
My Dog	A Visit to the Park
A Book About Us	A Book of Snow
All About Water	Shining Things

This can also be done as a class activity, with each child doing a picture. The pictures are then placed around the room in a sequence acceptable to the children and the class can decide upon appropriate words.

The finished book, either the class's or the ones done individually, can be placed in the class book corner with other books.

A FINAL WORD

It is extremely important to do all of these activities over and over and over again. Hidden within them are the 18 objectives listed at the beginning of this section. These objectives form the substance of a continued appreciation of literature.

RESOURCES

The Reference section of the EDL Study Skills Library, which is available from the Library Division contains three sections which can be used to supplement several of the above activities. Each is an individual learning package which can be used in a group or by an individual. The sections are: Book Titles CCC 1; Title Page CCC 3; and Illustrations and Captions CCC 4.

SUGGESTED SUPPLEMENTAL MATERIALS BY SUBJECT

TYPE OF ILLUSTRATION

Woodcuts

Once a Mouse	(Brown)
Dick Whittington and his Cat	(Brown)
Drummer Hoff	(Emberly)
A Story, A Story	(Karl)

Pen and Ink	
Three Jovial Huntsmen	(Jeffers)
The Story of Ferdinand	(Leaf)
Always Room for One More	(Hogrogian)
They Were Strong and Good	(Lawson)
Where the Wild Things Are	(Sendak)
In A Pumpkin Shell	(Anglund)
Soft Wash Water Color	
Swimmy	(Lionni)
Swimmy as a 16mm Film (6 minutes)	(808.2-11)
The Seashore Story	(Yashima)
The Big Snow	(Hader)
Time of Wonder	(McCloskey)
Brian Wildsmith's Mother Goose	(Wildsmith)
Tempera	
Brian Wildsmith's Wild Animals	(Wildsmith)
The Egg Tree	(Milhous)
Finders Keepers	(Will)
Collage	
Peter's Chair	(Keats)
The Snowy Day	(Keats)
The Very Hungry Caterpillar	(Carle)
Will You be my Friend?	(Carle)
Noah's Ark	(Wynants)
Zoo, Where are You?	(McGovern)
The World in the Candy Egg	(Tresselt)
Frederick	(Lionni)
Frederick as a 16mm film (6 minutes)	(808.2-19)
Charcoal	
April's Kittens	(Newberry)
Umbrella	(Yashima)
Crayon	
Cinderella	(Brown)
Sandy at the Children's Zoo	(Bolliger)
Photos	
Lonely Doll	(Wright)
Two Little Bears	(Ylla)
Mazes	(Rukeyser)
Miguel's Mountain	(Binzen)

Song Books

Bears are Sleeping	(Whitney)
Mister Roger's Songbook	(Rogers)
Over in the Meadow	(Langstaff)
Billy Boy	(Chase)
Lullabies and Night Songs	(Wilder)
American Folk Songs For Children	(Seeger)
Hi Ho, the Rattling Son	(Langstaff)
What Shall We Do & Allee Galloo!	(Winn)

MATERIALS BY ONE ILLUSTRATOR

Check in the Card Catalog of your library to locate all the materials by one illustrator. The Audio-Visual Dept. has four films, each dealing with a different illustrator. These will make nice introductions to their works.

Maurice Sendak	14 minutes	802-3
James Daugherty	19 minutes	802-4
Robert McCloskey	18 minutes	802-2
Ezra Jack Keats	17 minutes	802-1

Also, the book, A Guidebook for Introducing Library Skills to Kindergarten Grades, by Margaret Beck and Vera Pace (green cover) is available in each Toledo Public School Library. It has extensive lists of materials on three illustrators and very well done lesson plans to present the illustrations of these artists.

Roger Duvoisin	Page 58
Leo Politi	Page 54
Beatrix Potter	Page 42

MATERIALS BY ONE AUTHOR

Check in the Card Catalog of your library to locate all the materials by one author. The Audio-Visual Department has one film, dealing with the writing of a book, which could be used as a general introduction.

Story of a Book 11 minutes (808-5)

Also Beck and Pace have extensive lists of materials by two authors and very well done lesson plans to help in presenting the works of these authors.

Virginia Burton	Page 40
Berta & Elmer Hader	Page 61

POETRY

A film and a filmstrip set are available from the Audio-Visual Department. Additional Weston Woods filmstrip sets are available at each library. You will need to check to see which ones deal with poetry books.

Hailstones and Halibut Bones	16mm film	6 minutes	808-6
In a Spring Garden and Attic in the Wind	sound filmstrip		808-1frbs

Additional poetry titles are given, with lesson plans for use in the Beck and Pace Book, page 93.

OTHER COUNTRIES

One film is available in the Audio-Visual Department that was taken from a book and is about another country. The Audio-Visual Department has other films on other countries. You will need to consult the catalog in your school.

Dragon's Tears 6 minutes 808.2-7

Beck and Pace have three pages of books that deal with fairy tales from other countries, and list suggested teaching strategies.

Beck and Pace Page 84-86

BECK AND PACE SUGGESTIONS

Beck and Pace, in their book, Library Skills, list many additional topics with excellent suggested book lists and well written lesson plans. It is hoped that you will refer to it often and use it in correlation with the instruction presented here.

Animal Books	Page 28
Music Books	Page 29
Season Books	Pages 24, 25, 26, 27, & 53
Creative Dramatics and Puppet Plays	Page 30
Cat Books	Page 37
Bear Books	Page 38
Mice Books	Page 39
Fairy Tale Books	Pages 78 & 83
Books Dealing With Imagination	Page 44
Say Along Books	Page 86
I Can Read Books	Pages 46 & 47
Lion Books	Page 56

OTHER

The World Book Encyclopedia has an excellent article on Literature for Children which has an extensive bibliography of children's books divided by subject areas and can be used to extend the above lists. It is on page 329 to 344 of the "L" volume.

LOCATING AND USING MATERIALS

The following are twelve sets of objectives and implementation activities for teaching locational and use skills of materials in the primary grades.

I. OBJECTIVES

Learn the location of the library.

Learn what the library is for.

Name the library personnel.

ACTIVITIES

1. Visit the library.
2. Introduce the librarian or aide by name.
3. Discuss that there are many books and records and filmstrips in the library, and that they will be reading and viewing many of them during the year.
4. Have the children listen to a book, followed by a related activity.
5. Refer to Beck and Pace, Page 13 for an additional detailed plan to meet these objectives.

II. OBJECTIVES

Handle and care for books properly.

Observe proper library conduct.

ACTIVITIES

1. Have the children turn pieces of paper or a newspaper from the top right hand corner. Explain that this will not tear the pages.
2. Show children smudged and dirty books because of soiled hands.
3. Have the children make book marks out of flat paper. Explain that the use of book marks will keep the pages nice and that dog-eared books are not as nice for others to use.

4. Show the film THE MAGIC BOOK, or the filmstrip GLAD BOOK, SAD BOOK, which is available from the Library Division. Ask each student to pick one library rule that they think is most important.

5. After viewing the film or filmstrip, discuss the film and the rules each child selected. List the ten rules from the film.

6. Have the children draw a picture of the rule they think was the most important.

During the remainder of the year, frequently discuss book care; stressing the rules from the film. These procedures need to be repeated each year in the primary grades. Pace and Beck give detailed plans for grades Kindergarten--page 12; First grade--page 33; Second grade--page 50; and Third grade--page 66.

III. OBJECTIVES

Locate the "E" Section of the library.

Select materials from the "E" section.

Check out materials properly.

Return materials properly.

ACTIVITIES

1. Show the children where the "E" books are. Explain that these are the picture books that are the easiest to read.

2. Read the story TELL ME SOME MORE and follow the detailed suggestions in Beck and Pace, page 16.

3. Have the children practice signing their name on sample check-out cards printed on ditto sheets. Check these and repeat until satisfactory. This may need to be repeated 3 to 5 times. It will be helpful to have blank cards, front and back, as well as cards that are partially filled in and ones that have been signed incorrectly among the samples on paper.

4. Explain how to return books and watch to see that the procedure is followed. Help children who forget. Tell the children WHY your specific procedure is used. This will help them remember to follow your procedure.

5. The teacher or librarian may want to send a letter home with the book the first time. If so, explain the letter to the children. A sample letter is available in Beck and Pace, page 22.

6. Go over care and handling rules again.

7. Have the students choose a book, either from the "E" shelves or from a table display.

8. Have the students check out the book as practiced and remind them to return the book next week, (or whenever it is due.)

9. Refer to Beck and Pace, pages 14 to 22 for further guidelines.

Each year the location skills should be expanded until the students can locate the card catalog, filmstrips, tapes, cassettes, records, dictionary, encyclopedias, record players, cassette recorders, slide projectors and the various non-fiction areas of the library.

IV. OBJECTIVES

Locate specific "E" book or "F" books on the library shelves.

Understand that the books are arranged alphabetically on the shelves--A to Z--left to right.

ACTIVITIES

1. Hand out alphabet cards to the children. Have them arrange themselves alphabetically.

2. Give each a sheet of paper and have them put their name on it, printing large enough to fill the paper. Have them arrange themselves alphabetically by their first name and note where they are in the line. Then by their last name and note where they are in the line. Point out that the "E" books and Fiction sections are arranged alphabetically by the author's last name.

3. Divide children into groups of 5 or 6 and see how quickly each group can arrange itself into a line alphabetically by last name.

4. At another time, print up a dittoed packet of book spines. The spines should contain title, author's first and last name. Ask the children to arrange the book spines in alphabetical order.

5. Have the students go to the "E" or "F" section you are working on and select a book by a specific author.

6. Refer to Beck and Pace, page 71 for an additional lesson plan in this area.

V. OBJECTIVES

Locate the Fiction section of the library.

Understand the call number F

Select materials from the F section to read.

ACTIVITIES

1. Show the children where the F section is.

2. Explain what type of books are located here. Generally they have a more difficult reading level than the "E" books and are larger in size, with fewer pictures.

3. Read a story to the students from this section.
   (a) select a short one

   (b) read out loud to students the most exciting, amusing, or saddest event in the book--or several books

   (c) relate an incident about the author and how he happened to write the story

   (d) tell the first part of the story and stop at a climatic event

   (e) use films or filmstrips to introduce stories

4. Have the students select and check out materials.

VI. OBJECTIVES

Locate the Biography section of the library.

Select materials from the Biography section.

Identify the location number on biography materials.

ACTIVITIES

1. Review the arrangement of fiction books, and also the content of fiction books--a made-up story.

2. Explain that there are books in the library about real people and places. These books are called biographies. Because they contain real information they are part of the non-fiction section of the library.

3. Show the children a biography, and point out the title, which usually contains the biographee's name. Stress the call number.

4. Draw from the students the fact that each number is the same, but the letter is a indication of who the book is about.

5. Distribute several biographies to 10 or 15 members of the class. Have the rest of the class arrange the biographies in the order they would be in on the shelf--by last name of who the book is about rather than by the author. Repeat this with the other members of the class holding the books.

6. Refer to Beck and Pace, page 90 for additional lesson plans in this area.

VII. OBJECTIVES

Locate magazines in the library.

Use magazines to find information.

Become familiar with the variety of information available in magazines.

ACTIVITIES

Refer to Beck and Pace, page 96 for an excellent lesson format for these objectives.

VIII. OBJECTIVES

Locate poetry section in the library.

Select materials from the poetry section to read.

Become familiar with varied types of poetry.

Differentiate between prose and poetry.

ACTIVITIES

Refer to Beck and Pace, page 93 for an excellent lesson format for these objectives.

The film Hailstones and Halibut Bones (6 minutes; 808-6) or the filmstrip set, In a Spring Garden & Attic in The Wind (808-1frbs) could be used as supplemental materials.

IX. THIRD GRADE

OBJECTIVES

Locate the non-fiction section of the library.

Become acquainted with general subject headings in the library.

Become acquainted with the Dewey Classification System as a way of locating materials.

ACTIVITIES

1. It may be best to introduce the Dewey System over a long period of time, by introducing small sections--000, 100, 200 & 400; 300; 500 & 600; 700 & 800; 900.

2. Introduce the sections by showing some books or book jackets from each group. Explain what types of materials can be found in the different number areas.

3. Give brief talks on several of the books in a section. Read a fairy tale (300), or a myth (200), teach a short phrase in a foreign language (400), mention a few interesting facts about insects (500), show a movie about the architecture of Mexico--725.072-1 (700), read a short story or some poetry (800), show pictures from World War I or about the American Indian (900), have an art display, listen to music or display sports books (700), etc., etc....

4. Have the children cut pictures out of magazines and paste them on to a paper for each of the division numbers or have them draw a picture for the divisions.

5. Give children slips of paper with call numbers and have them arrange them in correct numberical order. Use larger numbers in the beginning, and as the group gains confidence begin making the numbers more complicated.

6. Divide into relay teams and see how quickly team members can locate specific areas of books.

7. Make a chart with a single Dewey number on it and have the children either cut pictures of things that are in that section or color pictures and paste them on.

8. Have the children draw large posters, one for each subject area and display them in the library.

X. OBJECTIVES

Locate the card catalog.

Observe the use of the card catalog to find books by their subject heading.

ACTIVITIES

1. Show the children where the card catalog is. Pull out one drawer and show them that it is full of cards. Explain that each book in the library has several cards in the catalog.

2. Ask one student what is a favorite thing he likes to do (play baseball.) Say out loud what you are doing as you locate the "B" drawer and find the subject heading BASEBALL.

3. Read off 3 or 5 of the entries. Ask if any of the other children have a favorite subject they would like you to look up. As you read off the entries you find, tell the children that these are the materials that are in this library.

4. Children may want to locate the books you have cited. If this unit follows one on the Dewey system, they should be able to locate any of the books.

5. Answer any and all questions children ask. If there are no questions, drop the subject and continue with an unrelated activity. If there is interest, continue with this following suggested procedure at the upper elementary level.

XI. OBJECTIVES

Use a dictionary.

ACTIVITIES

1. As a part of the third grade library orientation, show the children where the dictionaries are kept.

2. Give simple practice in arranging words in alphabetical order, such as on page 13, or put simple words on slips of paper and have the children arrange first a few and then more, increasing up to 10 words. Use simple words far removed from each other alphabetically at first. Then make the words harder by giving each child all words beginning with the same 1st, or 1st and 2nd, letter, etc.

3. Using simple words such as orange or chicken, have the children locate the words and compare the amount and kind of information for these words in 3 different dictionaries, including a picture dictionary.

4. Later in the year, give each child 4 or 5 sentences with one word in each underlined. Have the children look up the underlined word. If possible, use sentences out of one of their science or history books and pick a word that may have subtle meanings, or words that they may not already know.

5. The Alphabetical Order CCC-6; Dictionary CCC-7; and Glossary CCC-10 exercises in the Study Skill Library are related to these activities and could be used during this instruction.

XII. OBJECTIVES

Use an encyclopedia.

ACTIVITIES

1. As part of the library orientation, show the children where the encyclopedias are located.

2. Give simple practice in arranging words in alphabetical order.

3. Give the children lists of words and have them tell the volume where they would find the information and why they think so. e.g. Cats, Volume 3; Pigeons, Volume 9 or Volume 2 (Birds.)

4. Using a copy of the dictionary found in the 3rd or 4th grade, have the children compare the amount of information they find in the dictionary and the encyclopedia.

5. Using an encyclopedia set, give the children pictures of simple pets and have them find an article to go with each picture.

6. Give each student a hand out of 5 to 10 questions. Have them underline the key word in each question and use the encyclopedia to find the answer, by looking up that key word. This should be done in teams initially and the questions should be fairly easy in the beginning. You will also need to tailor the questions to the encyclopedia you are using.

7. The Table of Contents CCC-2; Maps CCC-5; Alphabetical Order CCC-6; Diagrams CCC-9; Index CCC-8; and Glossary CCC-10 of the Study Skills Library can be used to supplement this instruction.

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UPPER ELEMENTARY: GRADES 4 - 6

The proper use of library materials--both print and nonprint--is learned primarily in the middle grades. With a current trend toward individualized study and a multi-unit school situation, the skills which should be learned at these levels are not listed by specific grade; leaving an option for teaching them either through individual problems or systematic group instruction.

Locational skills begun in the primary grades are expanded in the upper elementary grades; and appreciation and understanding of materials are continually developed.

Basic skills included are:

Locating Materials
Find Materials in the Library-Media Center: Shelf Arrangement

Using Materials
Media Forms
Parts of a Book
Using the Card Catalog
Using Reference Books

Appreciating, Understanding Materials
Read-In
Making a Book
Book Reports
Visual Observation

LOCATING MATERIALS

Finding Materials in the Library-Media Center: Shelf Arrangement

Objective: The student will be able to locate the easy, fiction, non-fiction, biography, reference, paperbacks, periodicals, and audio-visual materials in the center.

EASY BOOKS - Are marked with an E and the first letter of the author's last name.

Example: Buford the Bighorn by Bill Peet - E P

They are shelved alphabetically by the first letter of the author's last name. This section usually contains books from grades 1 - 3 reading level. IMPORTANT: Many books of the picture book format are shelved here. These are books with many pictures and often difficult texts. The pictures appeal to the primary grades and serve as an excellent introduction to literature. Many times the text is at a higher reading level but older students are fearful of venturing into the "Easy" section and miss out on some fine reading. When introducing this section to upper elementary students, stress that this section is open to all.

FICTION BOOKS - This section is usually reserved for students in grades 3 and beyond. The call numbers for this area are F for fiction and the first three letters of the author's last name.

Example: B is for Betsy by Betsy Haywood - F Hay

Books are shelved alphabetically by the author's last name, then by title of the book if there is more than one book by the same author.

NON-FICTION BOOKS - These books are numbered according to the Dewey Decimal System of classification. The important information for students is that the system is based on keeping all books on a certain subject together. The numbers run from 000 - 999. Major subject categories are:

000 - general information

100 - philosophy

200 - religion, mythology

300 - social sciences, holidays, fairy tales, books on minority groups, ecology, customs and folklore, social welfare

400 - languages, dictionaries

500 - pure sciences, math, astronomy, physics, chemistry, geology and earth sciences, paleontology (fossils and dinosaurs), botany (plants, flowers, trees), anthropology and biology, zoology.

600 - technology, medical sciences, engineering, agriculture, home economics, business, manufacturers, building construction, pet books, cook books

700 - the arts, architecture, sculpture, drawing, painting, print making, photography, music, recreation (all sports books)

800 - literature, poetry, plays, jokes

900 - history, travel, geography

920 & 92 - Biography

BIOGRAPHIES - Are sometimes shelved separately from the other non-fiction books. The call number for an individual biography is 92 plus the first three letters of the last name of the person the book is about. In the case of a book containing more than one biography the call number would be 920 and the first letter of the author's last name is used.

Examples: The Helen Keller Story by Catherine Pearce - 92 Kel

Great Men of Medicine by Ruth Hume - 920 H

REFERENCE - Reference books are non-fiction books and have a non-fiction call number with the addition of Ref to designate reference. The first letter of the author's last name is used as in a regular non-fiction call number.

Example: Famous First Facts by Joseph Kane - Ref 031 K

PAPERBACKS - Are inexpensive books with paper backs. These are kept in a special section and do not have call numbers.

PERIODICALS - Are magazines kept together in a special section and do not have call numbers.

AUDIOVISUAL MATERIALS - Most centers now house audio-visual materials and many allow the students to use these materials on their own in the center. All centers now have audiovisual catalog cards filed in the card catalogs. Below are the call numbers for audio-visual materials.

FL - filmloop
FS - filmstrip
G - games
MM - mixed media kits
PS - picture sets
R - records
SL - slides
T - tapes
TR - transparencies
TS - teaching sets

This code varies slightly from center to center so check yours to see what the policy is.

TEACHING STRATEGIES FOR FINDING MATERIALS

1. A floor plan ditto can be made showing the arrangement of materials. Each student can fill in the call numbers as he comes to them. This gets the student actively involved in looking at the shelves and call numbers.

2. In the book Guidebook for Teaching Library Skills Book 1 by Margaret V. Beck, pages 22-29 contain excellent information and examples for alphabetizing and arranging books. A student workbook is also available.

3. Games: Give two students a call number. Have them walk to the shelf and find the book with that call number. The winner (the first one to find his book) can pick another student to challenge the loser. It is not recommended that both students be given the same call number; as there may be a collision on the way to the shelves, an argument can arise as to who found it first or one student may just follow the other instead of trying to locate it on his own. A variation of this game can be played using teams and a relay format. General call numbers should be used at first, then work up to specific author, title and call numbers.

Examples: Locate a book in the fiction, nonfiction, easy, reference, paperback sections. Locate a fiction book that has a call number from the first half of the alphabet. Locate a non-fiction book in the 500 section. Locate an easy book with the call number $\frac{E}{S}$

Locate the book Curious George by Rey-$\frac{E}{R}$

Locate the book Little Eddie by Haywood-$\frac{F}{Hay}$

Locate the book America's First Ladies by Chaffin-$\frac{920}{C}$

This game can be used when looking for a specific subject. Example: Find a book on dinosaurs; find a book of poems; locate a holiday book.

4. Another activity for shelf location is to have the students shelve materials themselves. Give each one a book ready to be shelved. Have them shelve their books where they think they should go. Be sure each student stands by his book until you check to see if it is in the correct spot.

Media Forms

Objective: The student will discriminate between various media forms.

TEACHING ACTIVITIES

1. Take a book and compare it with one or more of the following types of media: cassette recording, sound filmstrip, 16mm sound film.

What is the difference between the presentations in each form? Which one did the students like best and for what reasons?

Two titles, Attic in the Wind by Doris Lund and In a Spring Garden, are available in all the media forms listed above. These are available for use from the Division of Libraries.

Parts of a Book

Objective: The student will be able to identify the following parts of a book: author, title, illustrator, publisher, place of publication, copyright date, title page, preface, table of contents, index, call number and spine.

AUTHOR - the person or persons who wrote the book

TITLE - the name of the book

ILLUSTRATOR - the person who drew the pictures in the book

PUBLISHER - the company that put the book together for sale

PLACE OF PUBLICATION - the city where the book was made

COPYRIGHT DATE - the date when the book was made. A copyright is a protection the law gives to a writer so that his book cannot be copied by anyone for a certain length of time. It is usually located on the verso (back) of the title page.

TITLE PAGE - the page in a book that contains the author, title, illustrator, publisher and place of publication.

PREFACE - an introduction written by the author or someone familiar with the contents of the book, usually telling why the author wrote it, the subject matter covered, ideas on how to use the book, and thank you's to everyone who helped locate information or helped write the book.

TABLE OF CONTENTS - the table of contents is found in the front of a book. It is an outline of the topics and subtopics in the book. These may be the titles of the chapters or stories.

INDEX - the index is a list of words, topics, or names arranged alphabetically in the back of a book, showing pages on which information can be found. An index is usually found in a non-fiction book.

CALL NUMBER - the number on the spine of a book which tells where the book is located on the shelves (comparable to your home address.)

SPINE - the backbone of the book.

TEACHING STRATEGIES

1. Using an opaque projector, project a title page, preface, index, and table of contents of a book and ask the students to identify the preceding group of definitions.

2. Have each student find each of the above terms in a book of his own.

3. Have each student take a textbook and use their table of contents and index to look up an assigned subject.

4. Have the class check their library books to see who has the oldest and newest copyright.

5. Have each student make his own book incorporating all the above parts of a book.

6. Have the students locate several books by the same author and compare the illustrator and publisher to see if they are all the same. Also, have them figure out from the copyright dates the order in which the author wrote his books.

7. Have the students locate a magazine and a non-print material (ex., filmstrip) and compare the parts of a book to the information found on these media forms.

What information can be found on all three? Title, author or producer, copyright date or date of publication, publisher or distributor producer.

What information can be found on both books and magazines? Title, author or editor, copyright date or date of publication, publisher, table of contents.

USING THE CARD CATALOG

(Grades 4 - 8)

Children are familiar with a catalog; they know it describes an item with the price, color, or size. The library-media center's card catalog is like any other catalog, but each piece of material--book or A-V item--is described on 3 x 5 cards, filed in alphabetical order. It is the one piece of equipment unique to the library-media center.

CATALOG CARDS

There are three kinds of catalog cards: AUTHOR, SUBJECT, and TITLE. Introduce the SUBJECT card first. Suggest subjects which may be found in the card catalog; let the children tell what subjects interest them:

CATS	FOOTBALL	INSECTS	MEXICO
DOGS	BASEBALL	ROCKS	CANADA
HORSES	SOCCER	SNAKES	INDIANS

Point out the alphabetical arrangement of the card catalog. Ask which drawer we will use to find: CATS, DOGS, HORSES, etc.

Explain that there will be a card for each book or filmstrip or other material pertaining to that subject.

ACTIVITY IN THE LIBRARY-MEDIA CENTER

A typical card catalog in a school library has either 15 or 30 drawers. Pull out drawers and set them on tables, so that children can examine the contents. There may be enough drawers for each individual child to have his own, or two or three pupils may work together. Let the children look for SUBJECT cards--in capital letters at the top of the card--and raise their hands to call out some of the SUBJECTS or topics they discover.

ACTIVITY IN THE CLASSROOM

AUTHOR CARD

Game:

1. Pretend each child is an author of a book.
2. Let him prepare a catalog card for his book. (Use 5 x 7 cards)
3. Print last name first, followed by a comma, and his first name.
4. Let him make up a title for the book he would like to write and add the title on his paper beneath his name.
5. Let the children vote on which is the best title:
   a. The funniest?
   b. The most exciting?
   c. The shortest?

TITLE CARD

Game:

From the preparation of the AUTHOR card for his book, let the child prepare the TITLE card for the same book. (The title of his book will appear two times on his paper--above the child's name with his last name first--and below the name.)

SAMPLE: The ghost rides again

Jackson, Mary

The ghost rides again

ALPHABETIZING

Game:

1. Using the cards the children have made for their own imaginary books with their last names first, play "LIVING ALPHABET GAME."

2. Is there anyone here whose last name begins with the letter "A"? He takes his place in the front of the room at the left holding his catalog card in front of himself.

3. Is there anyone here whose last name begins with the letter "B"? It is likely that there will be an exercise in placing the child whose name begins with "B - A" before the one whose name begins with "B - E" or "B - O", etc.

4. This game will continue until all children are in alphabetical order around the room perimeter.

5. Let them place the cards--in order as they are standing--into a box to make their own card catalog.

ACTIVITY: See if your library-media center has some left-over printed catalog cards (or check with the Division of Libraries.) Individual students can practice alphabetizing a group of these cards.

THE CALL NUMBER

Using the GIANT CARD, point out that in the upper left-hand corner of the card the call number appears. You might like to call this the "Address" of the book.

Let each child raise his left hand, and observe the location of this very important number on the card.

Point out that the number in the upper left-hand corner of the card is the same as the number on the spine of the book it describes. Illustrate this with a card and its corresponding book. Do this with several examples.

Let the children read these call numbers.

GIANT CARDS

Use GIANT CARDS to introduce the children to AUTHOR and TITLE cards. (Be sure all children understand the definition of the two words; let a child explain the meanings.)

GIANT CARDS are procured by one of the following:

1. Prepare your own on large cardboard, using a favorite book of your children. (Black magic marker on white background is best.)

2. Use the chalkboard for the same purpose.

3. Prepare a transparency for the overhead projector.

4. Purchase or borrow commercially-prepared transparencies and/or oversize catalog cards. (See list of Supplementary Materials at the end of this chapter.)

TEACHING STRATEGIES

The book represented by the sample cards on the next page is a universal favorite among children, so they will have no trouble understanding the TITLE, AUTHOR, and SUBJECT here. (Point out that the author's name has last name first.) Now they can learn that there is other information on the cards. Explanations of publisher--the company which manufactured or made the book; the year of publication--or when it was printed; the number of pages in the book; and finally, whether the book is illustrated--or has pictures.

Emphasis may be put upon the line which tells how many pages; "45p" in this sample, since some children confuse this as the call number of the book.

Mention should be made that a book whose pages are not numbered will have "unp" in this location on the card--which means "un-paged."

The sample cards on the next page could be prepared by you or a student for a class as Giant Cards or a transparency.

E Rey, H.A.
R Curious George rides a bike. Houghton, 1952
45p illus

1. Monkeys - Stories I. Title

THE AUTHOR CARD

Curious George rides a bike.
E Rey, H.A.
R Curious George rides a bike. Houghton, 1952
45p illus

1. Monkeys - Stories I. Title

THE TITLE CARD

MONKEYS - STORIES
E Rey, H.A.
R Curious George rides a bike. Houghton, 1952
45p illus

1. Monkeys - Stories I. Title

THE SUBJECT CARD

FOLLOW UP ACTIVITY

Distribution of the card catalog drawers among the children will again provide them with an opportunity to find and call out AUTHOR cards. Let them find and call out names or TITLES of books.

Let each child find a year of publication from a card in front of him. The latest date might be sought; the oldest; the year the child was born, etc. Mention might be made of the fact that a book on moon exploration with a 1960 publication date might be useless.

"How many pages in your book?" Let the children find the longest book, the shortest book, find the letters "unp" and call out the title of that book, etc.

USING REFERENCE BOOKS

(Grades 4 - 8)

Reference books contain all kinds of information and make this information easy to find. They are first introduced in the fourth grade language arts textbook. This would be a good time for a visit to the school library reference section for examination and handling of the many reference books available. Every school has an extensive reference section.

Review of the reference books is essential and beneficial for each succeeding grade.

ENCYCLOPEDIAS - contain informational articles and illustrations on many topics and people. Three are in all our school libraries:

BRITANNICA JUNIOR

COMPTON'S PICTURED ENCYCLOPEDIA AND FACT INDEX

WORLD BOOK ENCYCLOPEDIA

Some schools have additional encyclopedias. The main difference in these reference "tools" is in the indexes.

In Britannica Junior the first volume in the set is the index. Look up your topic in this volume and find the volume number, followed by the page number where the information can be found.

The index in Compton's Pictured Encyclopedia is not in one volume, as in most encyclopedias, but each volume has its own index, which refers the reader to other volumes, as well as the correct page to locate information in that particular volume.

World Book can be used without first consulting an index. At the end of each article you will find suggested pertinent articles. It is usually useful to look these topics up, too. The newest editions of World Book now have an index volume--in the last volume of the set.

Learn how to skim an article quickly to see if it contains material you are seeking. Note the subheads in black type or the special graphs or diagrams, the illustrations, maps and charts. Sometimes facts and figures are set apart in a list or outline. Use all these to aid you in procuring the information you need.

Never copy word-for-word from the encyclopedia. Take notes--important points, facts and figures, or ideas that you need. Put the material into your own words.

ATLASES:

GOODE'S SCHOOL ATLAS

LIFE (PERIODICAL) ATLAS OF THE WORLD

Your school library will have these atlases, plus other world atlases, which will be useful. The obvious use is to locate a city, a river or a mountain, but there are always other charts and tables showing agricultural products, distances between cities, commercial information, etc.

In addition to the atlases with geographical information, you will also find a historical atlas:

AMERICAN HERITAGE PICTORIAL ATLAS OF UNITED STATES HISTORY

In this atlas are maps showing the changes in the United States throughout its history--during the period of discovery, in Colonial times, during the Civil War, etc. Examine this atlas and discover its usefulness for social studies classes and special reports. This would be a suitable and effective material to use in preparing a transparency with felt-tipped pen to assist in dispensing information to a class or group.

DICTIONARIES:

ABRIDGED AND UNABRIDGED DICTIONARIES

Every school library has an unabridged dictionary. Students are accustomed to using the abridged, that is, shortened or condensed, dictionaries in their classrooms and homes. It would be useful for them to become familiar with the large dictionary in the library. Riview of the kinds of information and help to be found in the dictionary is important at this grade level: definition, spelling, pronunciation, parts of speech, synonyms, etymology (origin or history of the word), and frequently, illustrations.

The student also needs to know the many special features of the dictionary: foreign words and phrases, abbreviations, the gazetteer, common given names, lists of rhyming words.

TEACHING ACTIVITIES

Look Up and Learn is a dictionary activity book available from the Division of Libraries. It contains over 50 highly motivating

games and puzzles which provide practice in the full range of dictionary skills. In Part I students gain practice in locating words--they learn how the dictionary is put together and what information it contains. Part II is an in depth extension of Part I, guiding the pupil to the more sophisticated information in the dictionary--relating the dictionary to the student's own needs and teaching him something about the nature of his own language.

BIOGRAPHICAL DICTIONARIES AND ENCYCLOPEDIAS

CURRENT BIOGRAPHY

WEBSTER'S BIOGRAPHICAL DICTIONARY

If you are searching for information about some person in the news (motion picture or television star, sports figure, government official) the best source is Current Biography, which you will find in your school library, in yearly volumes. Look up the person by last name in the index of the most recent volume. You will find a date. That refers to the year in which this person has a biography. Consult the proper year in its alphabetized listing.

Biographical dictionaries are arranged in alphabetical order under the last name of the person. The Key to Abbreviations in the front of the book will be important in interpreting some of the abbreviations used in the biographical accounts.

APPRECIATING, UNDERSTANDING MATERIALS

Upper elementary students will understand and appreciate books and other media more by participating in activities rather than being

on the receiving end (listening, watching), as they were in the primary grades.

Here are some activities which will actively involve students.

READ-IN

Objective: The upper elementary and junior high student will gain appreciation of books and improve his oral reading by reading to primary students.

TEACHING STRATEGIES

A program for upper elementary and junior high students can be developed for reading aloud to younger students.

Those who would like to read to children in kindergarten and first grade would have to choose a picture book, be able to pronounce and know the meaning of all words, enunciate correctly, and read without stumbling and with expression. It would be helpful if the reader would practice the story aloud on a tape recorder; listening and improving the presentation. When a student is ready, he can select the younger person to read too.

This activity can be beneficial for the primary, upper elementary, and junior high teacher. The older student gains practice in reading and pronounciation, and the primary teacher can be certain her students are gaining exposure to good literature on a one-to-one basis.

This activity could take place in the library-media center during free periods perhaps once each week. Participation in this program should be voluntary, but after a few weeks there should be no problem finding recruits for readers or listeners. Each student should keep a record of what books he has read and whom he has read to. This insures that the student will be reading many different titles to many different listeners.

MAKING A BOOK

Objective: Upper elementary students will create their own picture books incorporating creative writing techniques, simple plot construction and original art work.

MATERIALS NEEDED:

1. Collection of 30-40 picture books by known authors and illustrators.
2. A thesaurus and a rhyming dictionary.
3. The film, The Story of a Book, a film about the making of Pagoo by H.C. Holling.

The first two items are available in your library-media center. The film can be ordered through the Audio-Visual Department.

TEACHING STRATEGIES

Set the collection of picture books in your room for a week. Avoid any questions as to why they are there. Allow the students to read them if they wish. After a week is up, announce that as a class project and a language arts and art assignment they are going to create their own picture book.

Show the film, Story of a Book.

Explain that they will be creating a book from the beginning as depicted in the film. When their book is finished they will read it to primary students.

Assignments:

1. Read as many picture books as possible with special attention paid to the subjects the book was about, the author's way with words, and the type of illustrations found in the book.

2. The students will also observe a small child for a period of time noting his interests and behavior.

3. Finally, a list of themes, word schemes and illustrations can be made. Some of the list might be:

Themes	Word Schemes
animals and pets	rhyming phrases
family	different size words and letters
holidays	sentences carried on more than one page
toys	repetition of sounds or words
seasons	nonsense words
friends	words that imitate sounds
nature	counting phrases
pretend friends	
being afraid	
being shy	

Illustrations
woodcuts
water colors
pastels
collage

Return picture book collection to center (prevents plagiarism.)

The students can begin to create their own stories and illustrations.

Small group situations can be introduced by trying to copy as close as possible the events in The Story of a Book (more than one showing of the film may be needed.)

With the teacher acting as editor-in-chief, some students can be copy editors (proofreaders) and associate editors and work with small groups of the student-authors.

BOOK REPORTS

Objective: The student will gain appreciation of books through class presentations and book reports.

Book reports are a familiar tool for sparking reading appreciation. To quell groans from students when a book report is announced try using some of these ideas:

1. Describe an exciting event which happened in the story.

2. Give an explanation of a favorite illustration with biographical information on the illustrator.
3. Read aloud an exciting part of the book preceded with a summary of events leading up to it.
4. Give an opinion of the book: tell what you liked best about it or what you didn't like.
5. Compare it to another book you've read on the same subject.
6. Give a report on the male and female characters in the story. Are they stereotyped into traditional roles? Does this add or detract from the story?
7. Are characters from minority groups represented in your story? Are their roles stereotyped? Are they portrayed realistically in your opinion? Why?
8. Dramatize one scene from your book, acting out all the different parts. This can be done individually or in small groups with each member reading a different part.
9. Impersonate one of the characters in the book and tell what happens to you.
10. Give a report on a "how to do it" book. (Example: cook book, science experiment book, art book, etc.) Show the class a demonstration and finished product from the book.
11. After reading a nonfiction book tell the class one or two facts you learned from the book. This can be illustrated by using the overhead or opaque projector.
12. Tape recorded reports by individual students are useful for promoting books and fun to make. Have the student write out a brief summary (being careful not to let out the ending) of

a book he has enjoyed. Then have him record that summary on a cassette. Several short summaries can be recorded on one tape. These can then be labeled and kept in the classroom or donated to the library-media center. When a student wants a good book, he can hear what his peers have read and enjoyed.

13. Art projects can be done to correlate with individual books and book characters. Puppets, drawings, papiermache' characters can all be used to illustrate a book report. A class could work on a large mural depicting something they are studying about (folklore, fairytales, holidays.)

If you would like more ideas for book reports, check out the paperback 100 Ways With Book Reports by Isabelle Decker available in your center or through the Division of Libraries. When assigning your students book reports, it is a good idea to encourage them to make some audio-visual presentations. This allows them to become familiar with other types of media, develops auditory and visual discrimination and promotes skill in planning and executing a presentation.

Another book available in your library-media centers or through the Division of Libraries is Introducing Books: A Guide for the Middle Grades. This book is designed to help teachers and library-media center personnel give reading guidance and book talks to students between the ages of nine and fourteen. All the book titles discussed in this book were chosen because they are quality, popular literature fitting into the interest patterns of the middle grade student.

VISUAL OBSERVATION

Most students spend many hours in front of audio-visual presentations on the television or movie screens. For the most part this is a

passive pastime in which the student is not mentally activated.

Students may tend to carry this passive attitude toward audio-visuals into the classroom situation. Here are some ideas that may stimulate students to be more perceptive and actively involved in their visual observations.

Objective: The student will perceive and interpret meaning from pictorial materials.

TEACHING STRATEGIES

1. Show a section of a sound film or filmstrip without the sound. Have the students try to determine what is being said or what is going on. Then show the same section with the sound.
2. Remove the captioned portion of a cartoon (political, social or comic strip) and have students make up their own captions.
3. Hang up some large pictures (posters, study prints, etc.) in the room and have students make up stories or essays (ideas) about them which they can tell or write.

JUNIOR HIGH: GRADES 7 AND 8

OBJECTIVES:

1. To reinforce and expand library-media skills learned at lower levels.
2. To develop the ability to research and prepare a report with competence.
3. To grow in appreciation and understanding of the various print and non-print media.

Library skills which have been taught at lower levels should be reviewed at the junior high level. Curriculum in the upper-elementary section is flexible and many areas are suitable for use in grades 7 and 8. (See Using the Card Catalog, Using Reference Books, etc. in the upper elementary section.) The reference skill of "How To Use the Abridged Readers' Guide to Periodical Literature" is contained in this section; although the teacher may find some students capable of beginning this skill at a lower level.

The junior high student will continue reading for pleasure--stories, poetry, magazines, and newspapers: and he will read for information--on hobbies, for class projects, to learn about current events, etc.

In addition, the junior high student will be asked to do more individual research and report-making. He will be assigned reports in science, social studies, and possibly in art and music classes. He will need to learn report-writing skills: How to take notes, organize his material, prepare footnotes, and arrange a bibliography. For more imaginative and effective report presentation, the junior high student will need to develop in the use of various audio-visual media in taping presentations with recorded music background or sound effects; illustrating talks with the overhead or opaque projector; or creating presentations through photographs or films.

EXPANDING LIBRARY-MEDIA SKILLS

How to Use the Abridged Reader's Guide to Periodical Literature.

For many students, junior high will be the first time they will be introduced to information obtainable from the Readers' Guide.

READERS' GUIDE: An index to the literature found in periodicals.

PERIODICALS: Magazines are called periodicals because they appear at regular intervals--weekly, monthly, every two months, or every three months. Several issues of a magazine may be called a volume. Each volume has a number.

TEACHING STRATEGIES.

1. Students are familiar with many periodicals. Let them name several popular titles: Time, Newsweek, Sprots Illustrated, and Seventeen. Let them tell about the kinds of articles, poems, reviews of motion pictures, jokes and cartoons, sports results, recipes, etc. which they have found in periodicals.
2. Discuss various kinds of information--current and up-to-date--that can be found only in periodicals, and that is not available in encyclopedias or other reference books. Such topics for student discussion might include: ecology, pollution, abortion, space exploration, motion pictures, television programs, sports figures, political activities, etc.
3. Point out the insurmountable task that would be involved if each magazine had to be consulted in order to find one particular article. The Abridged Readers' Guide indexes about forty periodicals expecially useful in schools. Entries are made by subject, author, and in the case of stories, by title.
4. To save space, an elaborate abbreviation method is used by Readers' Guide. Students will find the abbreviations used in Readers' Guide fun to translate.

Mix up the abbreviations for the months of the year and see how many the students can identify:

Ja	My	S
Mr	Jl	N
F	Je	O
Ap	Ag	D

Each issue of the Readers' Guide is arranged like a dictionary, including in one alphabet the authors, subjects, and some of the titles. The page is divided into two columns.

If possible, a reproduction of a sample page should be available for each student. Actual copies of Readers' Guide should be examined by the students. The key to abbreviations and other symbols in the front of each issue should be pointed out, as well as the abbreviations of the periodicals themselves.

The numbers following the name of the magazine indicate the volume number, followed by the page or pages involved, and the date of the particular issue.

The student should pay particular attention to the "See" references to aid him in finding further information, or related topicss.

5. Presumably, the introduction of the use of Readers' Guide will be in conjunction with a class unit in report-writing. It might well come when the student is engaged in preparing his science project or in developing a paper for his social studies class.

The student will then have a particular subject for which he is seeking material, and the use of the Readers' Guide will become more meaningful for him.

This procedure might be followed:

I. Locate the Readers' Guide in your library. You will find several large volumes in hard cover, and several paper-

bound pamphlets.

II. Consult the list of magazines indexed in the Readers' Guide on the first page of each issue.

III. Look up the subject you have chosen for your report.

IV. Copy the references you find under your subject.

V. Check which periodicals in your references are available in your library. (Not all periodicals are available in all libraries.)

VI. Locate the articles you have listed by consulting the back issues of magazines or the bound copies of magazines kept in your library.

6. Show the movie, How to Use the Readers' Guide to Periodical Literature (One Detective, a Spy, a Thief, Four Clues and You.) This is an excellent presentation: humorous and full of gimmicks, but nevertheless, infomative and clear. It may be ordered from the Audio-Visual Department.

REPORT WRITING

(Grades 4 - 8)

THE SIX R'S:

REPORTS...READ...REFERENCE...RESEARCH...RE-READ...RE-WRITE

Success in reports depends upon the care a student gives in his search for facts, organizing the material, and preparing it for presentation--whether it is to be written, oral, taped, or photographed.

THE THREE L'S

LOOK...LOCATE...LEARN

SIX STEPS TO FOLLOW:

1. LOOK in the card catalog. Look up your subject and copy the call numbers and titles for any books and non-book materials in your library. LOCATE the materials on the shelves and select the most interesting and useful ones. Take notes. (HOW TO TAKE NOTES is included in the following pages.)
2. LOOK in the encyclopedias. LOCATE your subject and related subjects. Observe subheads, charts, diagrams, facts in special lists or outlines. Take notes.
3. LOOK in other reference books in your library: almanacs, atlases, handbooks--any relevant reference books. LOCATE additional facts and materials. Take notes.
4. LOOK in the vertical file. LOCATE pamphlets, clippings, pictures, etc. Take notes.
5. LOOK at several copies of the Readers' Guide to Periodical Literature for magazine articles on you subject. LOCATE the magazines and add them to your books, filmstrips, recordings, multi-media kits, pamphlets, etc. Take notes.
6. LOOK at your notes. Assemble them by putting similar material together. Re-read. Write your report. (If you are taping it, or giving it orally, you will probably still wish to write it first.)

HOW TO TAKE NOTES

Use 3 x 5 or 4 x 6 cards. Cards are easier to use than sheets of paper.

At the top of the card write author, title, publisher, date of a book plus page number or numbers.

If you are listing a magazine article, at the top of the card write the author, name of the article, name of the magazine, date of issue, plus page number or numbers.

For an encyclopedia article, list the name of the encyclopedia, copyright date, volume number, and page number or numbers.

For a filmstrip, list the name of the filmstrip, publisher, date and number of frames.

If you are using a recording, at the top of the card write the name of the recording, the publisher or recording firm, the item number, and the date.

After you have listed the source at the top of the card, jot down in your own words ideas, topics and bits and pieces of information.

If you plan to quote an author exactly, then copy the statement word-for-word and enclose it in quotation marks, and note the page where you found this. In a written report, this will then have a footnote. You will place a number at the end of the quotation, raised above the line. At the bottom of the page you will have a footnote that will contain the following information:

[1]Author, title, publisher, date and page number.

Supplementary Teaching Material

The EDL Study Skills Library has a skill lesson on "Footnotes" in the Level III kit. This may be borrowed from the Division of Libraries.

How to Make a Bibliography

When the student presents an oral or written report, he should list the references and sources for all material from which he acquired his information. This will show the reliability of his presentation. This list of materials is called a bibliography.

A standard form should be established for the student to follow in preparing his bibliography. In the section HOW TO TAKE NOTES, it is suggested that the student keep a record of each source on his note cards.

Standard Form Suggested:

BOOKS

Author...Title...Publisher...Date

MAGAZINES

Title of article, Magazine, Date of Magazine, Page Number

ENCYCLOPEDIAS

Name of encyclopedia, copyright date, volume number, page

FILMSTRIPS

Title...Publisher...Date...Number of Frames

RECORDINGS: (CASSETTE OR DISC)

Title...Publisher or Recording Firm...Item Number...Date

APPRECIATING, UNDERSTANDING MATERIALS

Reading for Enjoyment

Junior high students need encouragement to read for sheer enjoyment. A wealth of paperbacks suitable for this level abound in our school libraries. Let the students select their own fiction without being faced with a required formal book report assignment. Instead, book talks or discussion on an informal basis about books which they wish to talk about can be substituted.

A cassette recording might be prepared by a student in lieu of a formal oral report, or a tape might be made by two or three students discussing a book they have all read. Then the tape could be played for a class.

Junior high students prefer to read:

Movie and TV related stories

Sports

Contemporary novels

Adventure

Travel

Romance

Mystery and suspense

Humor

Science Fiction

The paperback format seems to have great appeal at this level. Most school libraries have discovered that if they have both hard cover and paperback copies of a particular title, it is primarily the paperback copies which circulate.

GAMES AND ACTIVITIES

(Grades 4 - 8)

Library-Media Center Sketch or Map

A suggested activity which reinforces review and orientation in the library-media center would be:

(1) Let the student draw a sketch of the library-media center in map format. (Or instead of the student drawing the plan, the teacher or librarian may prefer preparing a blank copy of the school library floor plan, on which the student may label the furniture, equipment and book and A-V locations.)

(2) Label

(a) CIRCULATION DESK: where all materials are checked out and returned.

(b) MAGAZINE RACK

(c) FICTION SECTION

(d) NON-FICTION SECTION

(e) BIOGRAPHY

(f) EASY

(g) CARD CATALOG

(h) REFERENCE SECTION: encyclopedias and other reference books

(i) PAPERBACK RACK

(j) AUDIO-VISUAL MATERIALS

Using the same type of library-media center map or sketch, the student might be instructed to fill in more specific materials, rather than the general identification as, for example:

(1) Label location of the following:

(a) World Book Encyclopedia

(b) Random House Dictionary

(c) Atlas

(d) Poetry by Ogden Nash

(e) Bible

(f) A biography of the Wright brothers

(g) National Geographic Index

(h) Recorded songs of birds

(i) Rifles for Watie by Keith

(j) Latest issue of Boys' Life magazine

(k) Filmstrip on the Civil War

(l) Curious George by Rey

(m) Football Talk for Beginners by Liss (or other book on football)

(n) Guinness Book of World Records in paperback

(See the example of a typical school library-media center on the following page with the labels affixed.)

Each library-media center is different, but this is an example of the diagram or plan of one center with the locations indicated:

(a) World Book Encyclopedia (b) Random House Dictionary (c) Atlas

See preceding page for the rest of items.

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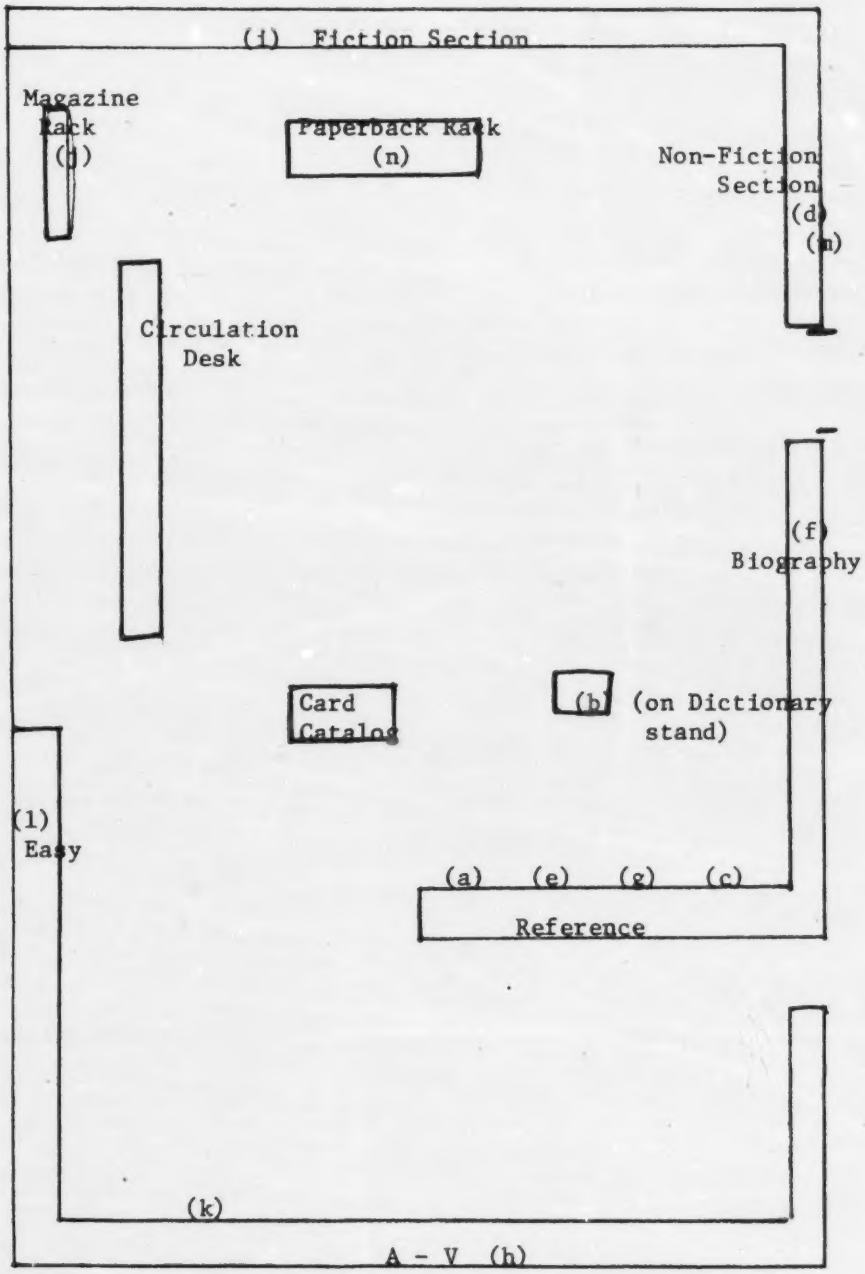

GAMES AND ACTIVITIES

(Grades 4 to 8)

The Search

Browsing along the shelves in any section and reading from the spines, or using the card catalog, find titles to satisfy the following:

1. A ONE-WORD TITLE_____
2. A TWO-WORD TITLE_____ _____
3. A THREE-WORD TITLE_____ _____ _____
4. A FOUR-WORD TITLE_____ _____ _____ _____
5. A FIVE-WORD TITLE_____ _____ _____ _____ _____
6. A SIX-WORD TITLE_____ _____ _____ _____ _____ _____
7. A SEVEN-WORD TITLE_____ _____ _____ _____ _____ _____ _____
8. AN EIGHT OR MORE WORD TITLE_____

GAMES AND ACTIVITIES

(Grades 3 - 8)

(These may be enjoyed by an individual or group)

A TO Z (AN ALPHABET GAME)

List the letters of the alphabet from A to Z along the left margin of your paper, one letter to a line:

A

B

C

D

etc.

Using the card catalog, or browsing along the library shelves in any section, find a book title (fiction or non-fiction) starting with each letter of the alphabet.

****

A TO Z

Play the A to Z game with AUTHORS, consulting both card catalog and/or library shelves.

****

A TO Z

Play the A to Z game with SUBJECTS, using the card catalog only.

****

GAMES AND ACTIVITIES

(Grades 3 - 8)

CARD CATALOG GAMES

I. Consulting the card catalog, how many different ANIMALS as SUBJECTS can you find? (The names of the animals will be in capital letters on the first line of a Subject Card.)

The student with the longest list wins...or this could be done on an individual basis.

This game will give a student familiarity with and practice in using the card catalog.

II. Consulting the card catalog, how many different COUNTRIES OF THE WORLD, STATES OF THE UNITED STATES, RIVERS, OR OTHER GEOGRAPHICAL LOCATIONS, can you find listed as SUBJECTS in the card catalog?

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GAMES AND ACTIVITIES

(Grades 4 - 6)

Which Drawer Is It In?

A - B	H - J	P - R
C - D	K - L	S - T
E - G	M - O	U - Z

IN WHICH DRAWER OF THE CARD CATALOG WOULD YOU FIND A BOOK ABOUT?

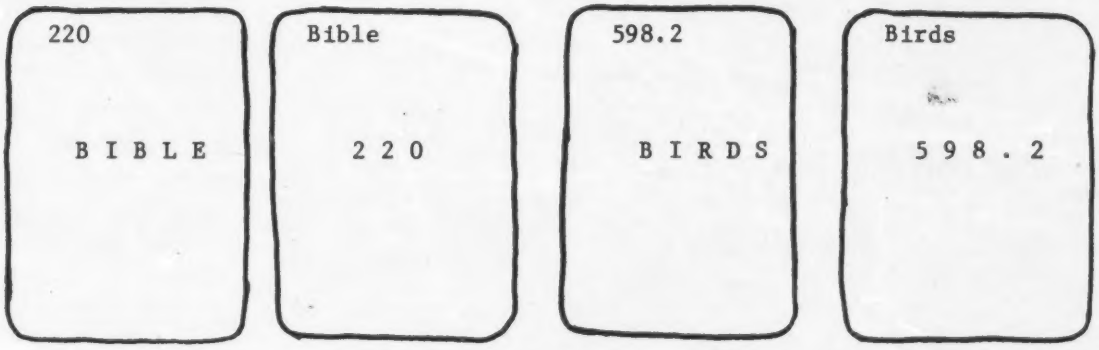
1. DOGS . . . . . _____
2. FRIENDSHIP . . . . . _____
3. AFRICA . . . . . _____
4. CHRISTMAS . . . . . _____
5. JOKES . . . . . _____
6. MARTIN LUTHER KING . . . . . _____
7. TREES . . . . . _____
8. PRESIDENTS . . . . . _____
9. MUSIC . . . . . _____
10. ABRAHAM LINCOLN . . . . . _____

GAMES AND ACTIVITIES

(Grades 4 - 8)

DEWEY DIG

Prepare (or have students prepare) a deck of 52 cards with 26 Dewey Decimal Classification numbers and their 26 respective matching subjects. Letter or number these in bold symbols in the center of the card with its matching word or call number in the upper left corner:



Select 26 of the following or Dewey numbers of your own choice:

020	Library Science	398.2	Fairy Tales	636.1	Horses
031	Encyclopedias	398.8	Mother Goose Rhymes	636.7	Dogs
070	Newspapers	423	Dictionaries	636.8	Cats
150	Psychology	510	Mathematics	641.5	Cooking
220	Bible	520	Astronomy	770	Photography
292	Mythology	537	Electricity	780	Music
340	Law	540	Chemistry	811	Amer. Poetry
353	Federal Government	582	Trees	821	Eng. Poetry
355	Army	595.7	Insects	910	Travel
359	Navy	597	Fish	912	Maps
364	Crime	598.1	Reptiles	917.71	Ohio
383	Mail Service	598.2	Birds	929	Flags
385	Railroads	599	Mammals	973	U.S. History
387	Ships	610	Medicine		

Deck of 52 cards

2 or more players

Shuffle the cards. Hand out 5 cards each. The rest are placed face down for a "draw" pile. In the fashion of "Go fish," ask for either the subject card or Dewey number card for matching.

For example, if you have the BIRDS card, ask, "Mary, do you have 598.2?" Mary answers, "Go, dig." Or if Mary has the card, she gives it to you, and you continue to ask.

If you draw 598.2, you may ask another time. If not, the next player has a turn. When all cards are paired, the game ends. The player with the most pairs wins.

This game will familiarize the student with Dewey numbers for specific subjects. A set of cards might be made up using only science numbers, or social studies subjects, etc.

ACTIVITIES AND GAMES

(Grades 4 - 6)

When You Think Of One You Think Of The Other

But if you can't, you'll find it in one of the special allusion dictionaries--The Reader's Encyclopedia; Brewer's Dictionary of Phrase and Fable. When you find the two names that belong together do as in the example.

			answers
(5)	Mutt	1. Tyler	5
( )	Hansel	2. Pocahontas	8
( )	Tinker Bell	3. Mr. McGregor	6
( )	Tweedeldum	4. Jill	9
( )	Jekyll	5. Jeff	10
( )	Romeo	6. Peter Pan	11
( )	Sullivan, Sir Arthur S.	7. Tom Sawyer	12
( )	Captain John Smith	8. Gretel	2
( )	Peter Rabbit	9. Tweedledee	3
( )	Fiddle	10. Hyde	14
( )	Jack	11. Juliet	4
( )	Huck Finn	12. Gilbert	7
( )	Tippencanoe	13. Johnnie	1
( )	Frankie	14. Cat	13

GAMES AND ACTIVITIES

(Grades 4 - 8)

Quiz On Reference Books and General Knowledge

Prior to presenting the following quiz to students (who may work better in groups of two or three) it would be judicious to demonstrate each of the reference books.

1. The name of an atlas is _____.
2. The name of a magazine which has sports articles is _____ _____.
3. Where is the index found in the World Almanac? _____.

4. List the encyclopedia, the volume and page number, in which you found who Frankenstein was. _____

5. Where will you find the index to Compton's Pictured Encyclopedia?

_____

6. Choose a volume of Current Biography; find a television or motion picture star and list the name and date of birth for the person you selected. _____

7. Look up dactylology in a dictionary and write its meaning here:

_____

GAMES AND ACTIVITIES

(Grades 4 - 8)

Map Skills

Find one of each of these beginning with the letter in the left-hand box, and for each find the location by longitude and latitude.

	LAKE	lat. and long.	STRAIT	lat. and long.	WATERFALL	lat. and long.	RIVER	lat. and long
A								
T								
L								
A								
S								

Your name: _____
Your class: _____
Which reference books did you use? List them by *title*:
_____
_____

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GAMES AND ACTIVITIES

(Grades 4 - 8)

Map Skills

Use the index or gazetteer of an Atlas, or a Geographical Dictionary to find one of each of these beginning with the letter in the box farthest to the left. Examples: in the boxes following the second L.

	CITY	COUNTRY	ISLAND	VOLCANO	MOUNTAIN
M					
A					
P					
S					
K					
I					
L					
L	London	Laos	Limnos (Greece)	Lanin (Argentina)	Lepontine Alps (Switzerland)
S					

GAMES AND ACTIVITIES

(Grades 4 - 8)

Reference Skills Mini Quiz

1. A bibliography is -
   - a collection of articles
   - a list of books
   - the life story of a person
   - a list of words

2. Which of the things listed is <u>not</u> on the title page of a book?
   - publisher
   - author
   - illustrator
   - title
   - copyright date

3. Which one of the following things is never indicated in a book?
   - the date of the information in the book
   - what the book is about
   - why the book was written
   - how long it will take to read the book

4. The call number has been called the "key" to the library. In which places below will you be sure to find this key written?
   - on the 50th page of each book in the library
   - on the card in the card catalog
   - on each shelf of the library
   - on the spine of each book

5. A Dewey Decimal classification number is the symbol for -
   - the subject
   - the title
   - the price
   - the author
   - the grade

6. If a catalog card has the top line printed in capital letters, that means the book is -
   - about that subject
   - by that person
   - known by that title
   - published by that company

7. The articles in World Book Encyclopedia and Compton's Pictured Encyclopedia are arranged -
   in the order in which things happened
   alphabetically by subject
   in the order of importance of subjects
   with related topics placed together
   none of these

8. Cross references in an encyclopedia refer you to -
   useful reference books
   other articles on topics related to the one you are reading
   other encyclopedias
   other articles on the same topic
   all of the above

SUPPLEMENTARY MATERIALS FOR USE IN TEACHING LIBRARY-MEDIA SKILLS

This is a highly selective list of materials previewed and chosen by the curriculum committee as being the best available in the area of library-media skill instruction.

ALL MATERIALS ARE AVAILABLE FOR USE. Films should be ordered through the Audio-Visual Department. All other materials may be borrowed from the Division of Libraries; although some of them are in individual school libraries.

16 MM FILMS

020-11 And Something More. Guggenheim. 1969. color. 28 min.

A film for teachers and library-media personnel showing how a library-media center should ideally operate as a support to the classroom teacher.
Adult

808.2-7 Dragon's Tears. McGraw-Hill. 1970. color. 6 min.

Based on a storybook by contemporary Japanese writer, Hirosuke Hamada, this film gives children an opportunity to learn about the literature of another country as it tells the story of a dragon who lives in a mountain cave and terrifies the village below, except for one little boy who invites him to his birthday party.
Grades: K - 3

802-1 Ezra Jack Keats. Weston Woods. 1971. color. 17 min.

A filmed interview with children's book author, Ezra Jack Keats, and including the motion picture A Letter to Amy.
Primarily an Adult resource; but could be used with children.

808.2-19 Frederick. Conn. Film. 1971. color. 6 min.

An animated story of Frederick, the field mouse who gathered sun rays and colors for winter while the other mice stored away food.
Grades K - 3

808-6 Hailstones and Halibut Bones. Sterling. 1964. color. 6 min.

Celeste Holm narrates this poem by Mary O'Neill which shows how a writer uses color to convey ways of feeling. Animated drawings are used to illustrate the colors described.
Grades K - 3

802-4 James Daugherty. Weston Woods. 1972. color. 19 min.

An interview with a beloved writer and illustrator of books for children.
Primarily an Adult resource but may be used with children.

802-3 Maurice Sendak. Weston Woods. 1971. color. 14 min.

An informal visit with the well-known children's author-illustrator.
Primarily an Adult resource but may be used with children.

808-16 The Red Balloon. Brandon. 1969. color. 30 min.

The delightful story of a lonely little French boy who finds companionship with a red balloon.
Grades: K - 6

802-2 Robert McCloskey. Weston Woods. 1971. color. 18 min.

A top-notch creator of books for children talks about the importance of children drawing and designing as a part of interpreting and evaluating their surroundings.
Primarily an Adult resource but may be used with children.

808.2-21 Snow. King Screen. 1971. color. 7 1/2 min.

The poetic beauty and power of snow.
Grades: K - 6

301.45-11 Snowy Day. Weston Woods. 1964. color. 6 min.

Based on the book of the same title by Ezra Jack Keats.
Grades: K - 3

808-5 Story Of A Book. Churchill. 1964. color. 11 min.

This film follows real life author, H.C. Holling, through the process of writing his book, Pagoo.
Grades 4 and up

808.2-11 Swimmy. Conn. Films. 1970. color. 6 min.

This favorite children's picture book by Leo Lionni in animated film version. Swimmy, a small fish outwits the great gray tunas.
Grades: K - 3

027-2 You'll Find It In The Library. Coronet Films. 1969. 13 1/2 min.

The librarian who narrates the film is a bit too much; but this is the best of the student-goes-to-the-library movies. Through student quests, the process of finding a book by subject, author, and title are presented. Various library resources are pointed out along the way.
Grades: 4 - 6

Your study skills: Using Reference Materials. Coronet Films. 1970. color. 13 1/2 min.

An excellent film to create interest. The dictionary, encyclopedia, almanac, and Readers' Guide are introduced and their uses demonstrated. Other reference works are mentioned.
Grades: 4 - 8

SOUND FILMSTRIPS

Glad Book, Sad Book. Long Filmslide. 1 filmstrip with cassette. color. 12 min.

Correct and incorrect treatment of books for young children.
Grades: K - 3

808-1frbs In A Spring Garden and Attic In The Wind. Weston Woods. 1 filmstrip with phonodisc.

Two favorite book titles in filmstrip version.
Grades: K - 6

An Introduction To The Library. Warren Schloat Productions. 1970. color. 4 filmstrips each with phonodisc.

An unusual library orientation through a series of light-hearted filmstrips that illustrate the functions and services of a library-media center and teach students how to use its facilities.

Part I Finding the book, 7 min.
Part II The reference shelf, 6 min.
Part III The library and the science lesson, 6 min.
Part IV The library and the social studies lesson, 8 min.
Grades: 4 - 7

Literature For Children. Pied Piper Productions. 1972. Series 1. color. 4 filmstrips with cassettes.

Part 1 is a filmstrip version of the 16mm film, Story of a Book. The other strips are book talks on the topics listed with varied presentations and include occasional brief detours into library skills. Designed for pupil participation.

Part I Story of a Book, 12 min.
Part II Biography, 12 min. (call numbers used are not the same as used in Toledo Public schools)
Part III Tall Tales, 11 min.
Part IV Fantasy, 12 min.
Grades: 4 - 6

CHARTS

Enlarged Wilson Cards. Sturgis Library Products. Set #14. 20" x 14".

This set provides cross-reference as well as author, subject, title, shelf list and illustrator cards for fiction and nonfiction. All grades.

Viscalog: Eye-Gate Visual Card Catalog. Flipchart with 4 acetate overlays, black and white, 14' x 8 1/2, spiralbound.

A manipulative device which changes a catalog card progressively from skeletal to complete author card, then to title card and finally to subject card.
Grades: 2 - 8

TRANSPARENCIES

Basic Library Skills. Milliken Publishing Co. 1971. 12 color transparencies and 24 duplicating pages gathered in paper-covered book.

Effective graphics brighten the work sheets. Knowledge of shelf arrangement is assumed. Contains lesson outlines for teachers.
Grades: 5 - 7

GAMES

Search. Interact.

Simulation game in which students split up into teams and compete for points by taking quizzes on library skills and completing research assignments on specific historical figures.
Grades: 6 - 12

TAPES

Just Suppose! : Use of Non-Book Materials. Creative Visuals. 1972.

A visitor from another planet shows a student the modern way of learning with nonprint media. Good for individual student study as well as for classroom use.
Grades: 5 - 8

STUDY KITS

EDL Study Skills Library: Reference Skills. Educational Developmental Laboratories.

A series of kits containing sequential exercises for levels (grades) three through nine. Each kit contains ten lessons with answer keys, along with 70 worksheets. (not expendable) Each lesson deals with a specific skill: skill is explained, example is given and the student applies it to content read. Ideal for individualized study.
Grades: 3 - 9

BOOKS

Guides:

Beck, Margaret U. and Pace, Vera M. A Guidebook for introducing library skills to kindergarten and primary grades. Denison, 1967.

_____. Guidebook for teaching library skills; using the card catalog, Book 1 and workbook. Denison, 1965.

_____. Guidebook for teaching library skills, Book 2 and workbook. Denison, 1965.

_____. Guidebook for teaching library skills; using reference books, Book 3 and workbook. Denison, 1966.

Welken, Marion. Guidebook for teaching library skills; using the school library, Book 4 and workbook. Denison, 1967.

Bowers, Melvyn K. Library instruction in the elementary school. Scarecrow press. 1971.

Carlson, Ruth Kearney. Literature for children: Enrichment ideas. Wm. C. Brown Co. 1970.

Good ideas and suggestions to help school children bring library books to the classroom.

Decker, Isabelle. 100 Ways with book reports.

All kinds of ideas for book reports.
Grades 4 - 8

Gillespie, John and Lembo, Diana. Introducing Books: A guide for the middle grades. R.R. Bowker Co. 1970.

A guide to good, popular books for middle grade students; brief synopsis of each book; and ideas on how to give book talks.
Grades 3 - 8

Glogau, Lillian. Developing a successful elementary school media center. Park Publishing Co. 1972.

Contains a large section of library-media skill activities that can be used by the busy librarian or teacher.
Grades: 4 - 8

Greene, Ellin. A multimedia approach to children's literature. ALA. 1972.

An excellent listing of books for children and all the films, filmstrips and records that can be matched with the books.

Packard, Charles. Look up and learn: Dictionary activity book. Random House. 1970.

Contains over 50 highly motivating games and puzzles which provide practice in the full range of dictionary skills.
Grades: 4 - 8

ADDENDUM.

Films:

How To Use The Readers' Guide To Periodical Literature (One Detective, A Spy, A Thief, Four Clues And You). ACI Films. 1969. color. 12 min.

A tongue-in-cheek spy motif. Humorous and full of gimmicks but very informative and clear. Grades 6 - 12.

Magic Book.
Animated movie to instruct children in ten basic rules of handling and caring for books. Elementary.